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ABSTRACT

An evaluation was done of the New York City Public Schools' Student Upgrading through Computer and Career Education Systems Services Program (Project SUCCESS). Project SUCCESS operated at 3 high schools in Brooklyn and Manhattan (Murry Bergtraum High School, Edward R. Murrow High School, and John Dewey High School). It enrolled limited English proficient (LEP) immigrant students, of whom 72 percent were eligible for the free lunch program; 363 students were enrolled in the fall and 279 students were enrolled in the spring of the 1990-91 school year. Project SUCCESS offered instruction in English as a Second Language, native language arts instruction in Chinese and Spanish, bilingual instruction in content area subjects, career orientation services, academic advisement, and college/university consultation for target students. Project SUCCESS also attempted to increase parents' awareness of career opportunities open to their children. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Evaluation findings indicate that the program staff helped newly-arrived LEP students make a smooth transition into the New York City Public School system and encouraged parents to actively participate in various school programs. However, full computer programming was available only for students who speak Chinese or Spanish. It is recommended that Russian guidance and instruction services be added to serve the program's large Russian-speaking population. (JB)

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OREA Report

The Students Upgrading Through Computer and Career Education Systems Services (Project SUCCESS)

Grant Number: T003A00174

1990-91

FINAL EVALUATION PROFILE

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The Students Upgrading Through Computer and Career
Education Systems Services
(Project SUCCESS)
Grant Number: T003A00174

1990-91

FINAL EVALUATION PROFILE

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7/26/91

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

The Students Upgrading Through Computer and Career Education Systems Services (Project SUCCESS)

Grant Number: T003A00174

1990-91

EXTRACT

PROJECT DIRECTOR: Tim Law

FUNDING CYCLE: Year 1 of 3

SITES

High School	Borough	Enrollment*	
		(fall)	*(spring)*
Murry Bergtraum	Manhattan	89	0
Edward R. Murrow	Brooklyn	170	174
John Dewey	Brooklyn	104	105

*The project enrolled 375 students, serving 363 in the fall and 279 in the spring.

STUDENT BACKGROUND

Native Language		Number of Students
Chinese		250
Mandarin	28	
Cantonese	222	
Russian		66
Spanish		33
Other Languages		19
Unknown		7

Countries of Origin	Number of Students
China	191
U.S.S.R.	67
Hong Kong	31
Other countries	75
Unknown	11

Mean Years of Education in Native Country: 6.4; in the United States: 3.1

Percentage of Students Eligible for Free Lunch Program: 72.3

ADMISSION CRITERIA

The project admitted students who scored at or below the 40th percentile on the Language Assessment Battery (LAB). Other factors taken into account were home language, high school applications, remediation eligibility status, evaluation of foreign transcripts, performance on teacher-made tests for native language proficiency, performance on New York City Regents competency tests (R.C.T.s), a guidance placement interview, and parental permission.

PROGRAMMING

Features

Project SUCCESS targeted three high schools with an influx of immigrant students of limited English proficiency (LEP). The project offered instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.) in Chinese and Spanish, and bilingual instruction in content area subjects. Project SUCCESS provided career orientation services, academic advisement, and college/university consultation, for target students. The project also attempted to increase parents' awareness of career opportunities open to their children.

Strengths and Limitations

Staff helped newly-arrived LEP students make a smooth transition into the New York City school system and encouraged parents to actively participate in various school programs. However, full programming was available for Chinese- and Spanish- speakers only.

CONCLUSIONS AND RECOMMENDATIONS

Project SUCCESS was fully implemented. The project met its objectives for E.S.L., N.L.A., content area subjects, field trips, attitude toward school and heritage, career development, and curriculum development. It met one objective for staff development and partially met its objective for attendance. Project SUCCESS did not meet its objective for dropout prevention. Because the project did not provide the necessary data, OREA was unable to evaluate one objective for staff development and the objective for parental involvement.

The conclusion, based on the findings of this evaluation, lead to the following recommendations:

- If funds permit, provide Russian guidance and instruction services to project's large Russian population.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 4)

Title	Degree	Language Competencies
Project Director	M.S., M.A., P.D.	Cantonese, Mandarin, Hakaa,Toiyshan
Bilingual Specialist	M.S.	Mandarin
Bilingual Specialist	B.A.	Cantonese, Mandarin
Teacher Specialist	M.A.	Chinese

Other Staff Working With Project Students (Total 24)

Degree		Certification		Language Competencies	
Ph.D.	2	Chinese	1	Spanish	5
M.S.	4	Bil. Biology	2	Chinese	13
M.B.A.	1	Bil. Social Stud.	3	English	14
B.A.	6	E.S.L.	5	Hebrew	1
B.S.	1	Social Studies	1		
A.A.	1	Common Branches	1		
		Math Ancillary	3		
		General Science	2		
		Bilingual Guidance	1		

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

Periods Weekly

Level	Murray Bergtraum High School	John Dewey High School	Edward R. Murrow High School
Literacy	0	0	5
Beginning	10	15	5
Intermediate	10	10	5
Advanced	5	10	5
Transitional	5	10	5

Teachers employed a participative, interactive style of learning, i.e., story-telling, role-playing, and games.

- Seventy percent of the target students will demonstrate an appropriate increase in English proficiency.

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: March 1990; posttest: March 1991.

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* OREA used a gap reduction evaluation design to measure the change in LEP students' language proficiency that could be attributed to the project. Since all LEP students in New York City are entitled to supplementary instruction, a comparison group that did not receive services was unavailable. Instead, OREA used Normal Curve Equivalents (N.C.E.s) to compare project students' gains with those of the groups on which the test data were normed. It is assumed that the norming groups would show a gain of zero N.C.E.s.

Number of students for whom pre- and posttest data were reported: 278. Of these, 70.1 percent passed.

Mean gain: 10.4 N.C.E.s (s.d.= 13.9)

Mean gain is statistically significant (t= 12.46, p<.05).

Project met objective.

Native Language Arts (N.L.A.) Chinese, Spanish

Estimated percentage of students lacking literacy skills in native language: 60

All three schools offered beginning, intermediate, and advanced levels of N.L.A. for five periods weekly. Murry Bergtraum and Edward R. Murrow high schools also offered advanced placement N.L.A. five periods weekly.

In N.L.A. classes a paraprofessional was available to explain terminology when necessary. Cooperative learning was a motivating technique for encouraging participation and maintaining interest.

- Seventy-five percent of the Chinese-dominant participants will demonstrate a significant increase in Chinese.

Evaluation Instrument: Final course grades.

Of the 202 students enrolled in N.L.A. in the fall, 89.6 percent passed. Of the 192 enrolled in spring, 95.3 ercent passed.

Project met objective.

- Seventy five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish language achievement.

Evaluation instrument: La Prueba de Lectura

Project SUCCESS failed to provide the data necessary to evaluate this objective.

OREA could not evaluate objective.

Content Area Subjects

Instruction in content area subjects was bilingual. Class notes and homework assignments were developed in Chinese and Spanish, stressing difficult vocabulary. Visual aids such as videotapes, maps, and pictures further clarified difficult subject-matter. Instructors encouraged students to work together and used peer tutoring to problem-solve.

- At least 70 percent of all targeted students will score at or above the 65 percent passing criterion in the subject areas of social studies, mathematics, and science.

Evaluation Instrument: Final course grades.

Passing Grades in Content Area Courses

	Fall		Spring	
	Enrollment	Percent Passing	Enrollment	Percent Passing
Mathematics	336	85.1	318	83.3
Science	291	77.3	278	84.2
Social studies	347	76.9	333	80.8

Project met objective.

Attendance and Dropout

- Participating students' attendance will be significantly higher than that of mainstream students.

Attendance Rate

School	Project Students' Rate	Mainstream Students' Rate	z-Score
Murry Bergtraum High School	97.5	82.1	3.89*
Edward R. Murrow High School	87.7	90.3	-1.16
John Dewey High School	92.8	89.4	1.14

*$p < .05$

Project met objective at Murry Bergtraum High School only.

- Program students will have a significantly lower dropout rate than similar non program students.

Dropout Rate

School	Project Students' Rate	Mainstream Students' Rate	z-Score
Murry Bergtraum High School	0	2.2	-1.45
Edward R. Murrow High School	1.1	1.5	-4.34
John Dewey High School	0	2.7	-1.72

The differences between project and mainstream students' attendance rates were not statistically significant at any of the three schools.

Project did not meet objective.

Attitude Toward School and Heritage

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward one's heritage.

Evaluation Instrument: Cultural heritage attitude scale (5-point Likert scale).

Pre- and post-test data were available for 280 students. Of these, 249 (88.9 percent) showed an improved attitude toward their heritage.

Project met objective.

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward school.

Evaluation Instrument: Likert scale measuring interest in continuing education.

Pre-and post test data were available for 280 students. Of these, 243 (86.8 percent) showed an improvement in attitude towards education.

Project met objective.

Field Trips

- The program will organize at least three field trips for the targeted students at the three school sites, to historical museums, United Nations, White House etc., to increase their familiarity with American culture and citizenship.

Project students made several field trips to places of historical significance.

Project met objective.

Career Development

- All graduating students will meet with the bilingual career specialist for advisement at least three times during the school year.

Target students met with the bilingual career specialist in each of the three project sites once a month and discussed occupational interests and job placement opportunities.

Project met objective.

- The program will organize at least one conference for students in which the representatives of business and industry will present information on career options and skill requirements.

The third annual Bilingual Career Day was conducted by the project director on November 2, 1990 at Long Island University, Brooklyn campus. Seven hundred LEP students attended this conference at which specialists in each field discussed career topics.

Project met objective.

Staff Development

- Ninety percent of program staff members will enroll in at least one university course each semester.

All project staff took courses in bilingual education, parental involvement, and/or teaching methods and skills at either Long Island University, Fordham University, or the City University of New York. Title VII reimbursed teachers for their tuition.

Project met objective.

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems.

Evaluation Instrument: Five-point Likert scale of needs and problems.

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To determine whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test. The level of significance is set at .05 for all tests.

APPENDIX B

INSTRUCTIONAL MATERIALS

Edward R. Murrow High School

	Science	
Biology and Human Process	Tanzer, Charles	Prentice Hall
RCT Science Review for NYS		Prentice Hall
	Mathematics	
Integrated Mathematics	Dressler & Keenan	Amsco
Jas Mathematics de Addison Wesley		Addison Wesley
I Can Learn Spanish	N.Y.C. Board of Education	
	Social Studies	
Eastern Hemisphere: Europe, Asia, Africa & Oceana	Foresman, Scott	Schreiber, Steper, Patrich
El Mundo y Su Gente	Cooper, Kenneth	Silver Burdett Co.

Murry Bergtraum High School:

	Mathematics	
Integrated Mathematics Course I	Keenan & Dressler	Amsco
Integrated Mathematics Course II	Keenan & Dressler	Amsco
Basic Geometry	Jurgensen & Brown	
	Chinese	
Chinese Text	Chinese Culture Press	
Chinese Text	Government of Hong Kong	
Selected Tang & Song Poems	Government of Hong Kong	
	E.S.L.	
Interchange 2	Richards, Jack	Cambridge University Press
Achieving Competence in Reading & Writing	Christ, H.L.	Amsco
Impact-50 Short Stories	Safier, F	Harcourt Brace Jovanovich
Outsiders-American Short Stories	Mullen, J.S.	Prentice Hall Regents
Write from the Start	Davidson, D.M.	Newbury House
	Typing	
Series 7 Typing		Gregg-McGraw Hill
Century 21 Typing		Southwestern
Typewriting Speed-Control Builders		Southwestern
	Science	
Biology-An Everyday Experience		Charles E. Merrill
Review Guide for Biology		Charles E. Merrill
Physical Science		Prentice Hall

	Social Studies	
People & Our World		Holt, Rinehart, Winston
U.S.H.G. RCT Review Text		N & N Publishing
Economics		Amsco
Bilingual Computer Science:		
DBase III Programmer's Reference		PNS-KENT
Computer Programming RPG II		Shally & Cashman

John Dewey High School:

	Social Studies	
Afro-Asian Studies Guide	Lefton, Philip	Barrons
Exploring World Cultures	Newhill, Esko	Ginn & Company
World History	Beers, Burton	Prentice Hall
Global Insights	Hantula	Merrill
Our Common Heritage	Roselle, Daniel	Ginn & Co.
World History	Wallbank	Scott Foresman
	Science	
Modern Biology		Globe Book Co.
Physical Science		Prentice Hall Inc.
RCT Science Reviews		Seward Park High School
	Mathematics	
Integrated Mathematics Course I	Dressler & Keenan	Amsco
Integrated Mathematics Course II	Dressler & Keenan	Amsco
	E.S.L.	
Put It in Writing	Blot, Davidson	Newbury House
Modern Short Stories	Dixon, R.	Prentice Hall
Ready to Write	Blanehard, Root	Longman
Cause & Effect	Ackert, D.	Newbury House
English With a Smile	Krulik,Zaffran	Nat'l Textbook Co.
Write From the Start	Davidson, Blott	Newbury House Inc.
Everyday English 2	Krulik, Zaffran	Nat'l Textbook Co.